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JUNE, 1911

NO. 1

State Normal School

QUARTERLY

Springfield, South Dakota

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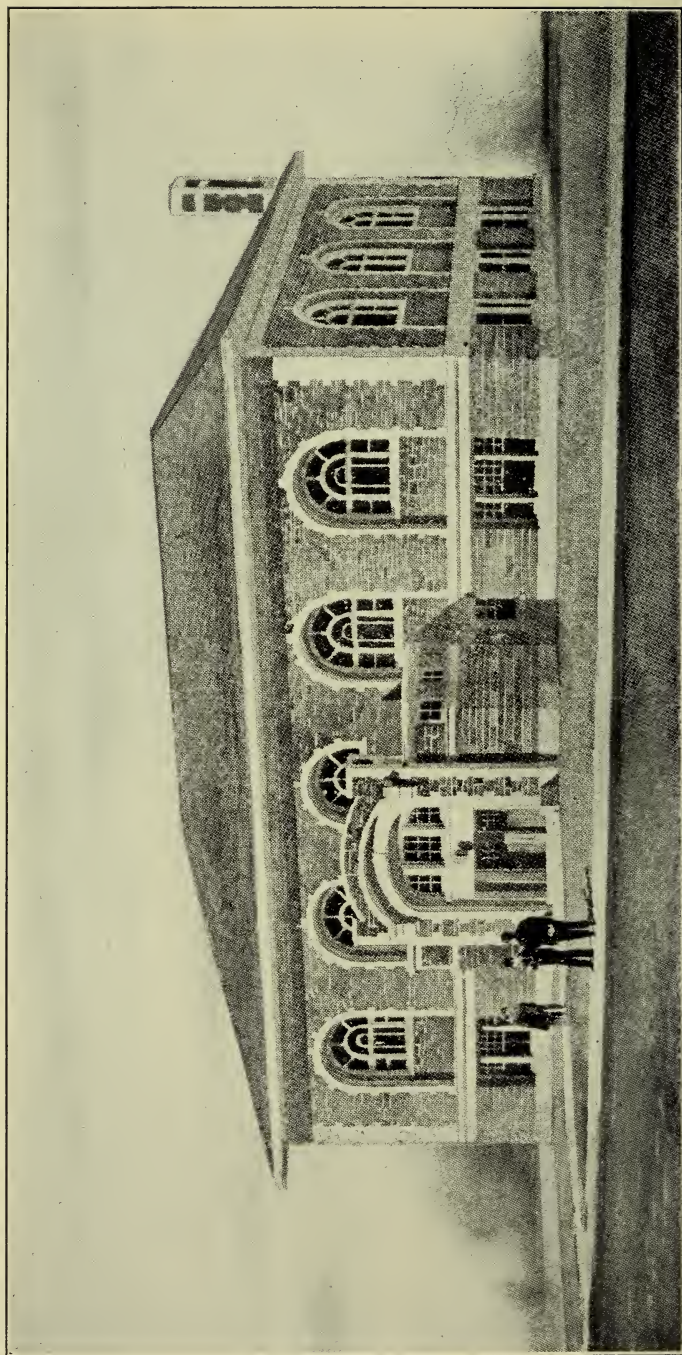
and
Announcements for 1911-12

PUBLISHED BY THE SCHOOL

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Science Hall to be Erected in 1912

State Normal School

QUARTERLY

Springfield, South Dakota

Containing the

Fourteenth Annual Catalog

For the Year 1910-11

and

Announcements for 1911-12

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.



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STANDING COMMITTEE

AUGUST FRIEBERG
T. W. DWIGHT
H. H. GOODENOUGH,
Secretary of the State Normal School at Springfield

CALENDAR

1911-1912

Fall Term, 1911 (12 weeks)

September 5, Tuesday—Beginning of Fall Term.
November 28, Tuesday—Close of Fall Term.

Winter Term, 1911-12 (12 weeks)

December 5, Tuesday—Beginning of Winter Term.
December 23, Saturday—Beginning of ten-day Recess.
January 2, Tuesday—Resumption of Winter Term.
March 5, Tuesday—Close of Winter Term.

Spring Term, 1912 (12 weeks)

March 13, Wednesday—Beginning of Spring Term.
May 30, Thursday—Decoration Day.
June 2, Sunday—Annual Sermon.
June 5, Wednesday—Fifteenth Annual Commencement.
Close of Spring Term.

FACULTY, 1910-11

GUSTAV G. WENZLAFF, A. M., President

A. B., Yankton College; A. M., *ibid.*; graduate student Chicago Seminary, University of Chicago, University of Berlin, and University of Leipzig, Germany.

German and Psychology

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.

Primary Critic

BESSIE MACLAY JOHNSTON, B. S.

B. S., Knox College; graduate student University of Chicago and Cornell University.

Pedagogy

HERBERT H. GOODENOUGH, A. B., Secretary

Student Massachusetts Agricultural College; A. B., Oberlin College; graduate student, *ibid.*

History and Sociology

FRANK E. BARR, B. S., B. Ped.

B. S., Ottawa University; B. Ped., State Normal School, Colo.

Physics, Chemistry, and Manual Training

BEATRIX K. MARY, A. M.

A. B., Olivet College; A. M., University of Michigan.

Latin

WINIFRED McCAREN

Graduate Ferris Institute.

Shorthand and Commercial Branches

MARSHALL F. HOOPES, A. B.

A. B., Oberlin College.

Mathematics

ARCH CRAWFORD, A. M.

Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid.*

English

HARVEY FRANCIS GRIFFEY, A. B.

Student Indiana State Normal School and Butler College; A. B., University of Indiana.

Biology and Physiography

CLARA MAY HINSDALL

Graduate Bethany College Conservatory of Music; Pupil of Emil Liebling, George Holt, and O. E. Robinson.

Piano and Voice

KATHARIN FINLEY

Graduate American Conservatory of Music; pupil of Herbert Butler and Adolf Weidig.

Violin

LULU A. MORRISON

Graduate State Normal School, Ypsilanti, Mich.

Second Primary Critic

ORAN J. HOUSE

Graduate State Normal School, Springfield; student University of Chicago.

Manual Training in Model School

ABBIE M. FELLOWS

Graduate Northern Illinois State Normal School; student University of Illinois.

Grammar Critic

EMMA HANKO

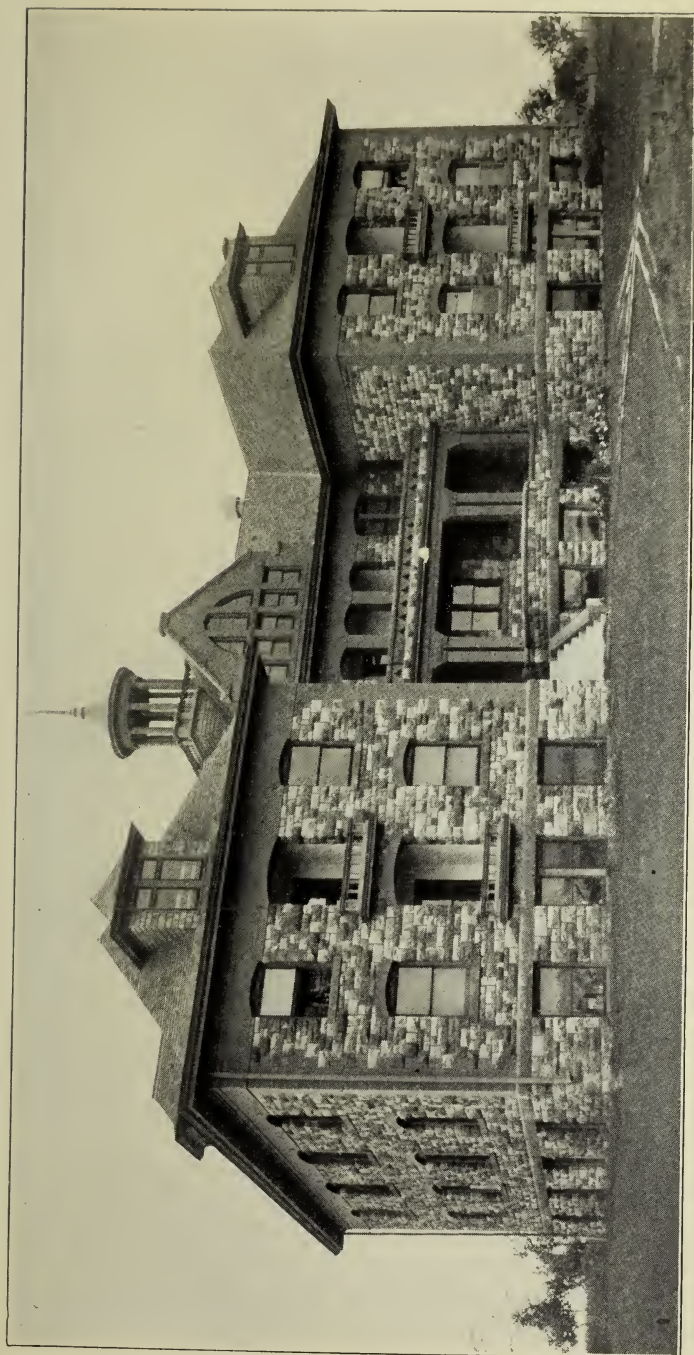
Graduate Oshkosh State Normal School.

Intermediate Critic

GILBERT G. FITES, Acting Librarian

MRS. A. F. KELSEY, Matron

EARL DRYDEN, Engineer and Janitor



Young Women's Dormitory

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000.00 for a science hall and central heating plant.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, gymnasium, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

The young women's dormitory is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants, excepting a few rooms on the third floor.

SCIENCE HALL

Thirty-five thousand dollars have been appropriated by the state legislature for a science hall and central heating plant. Plans for Science Hall are not completed, but the building will probably contain the various laboratories, the manual training shop, and the gymnasium.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a bet-

ter opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and the artesian well owned by the school.

DINING HALL

A commodious, finely furnished, and well lighted and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the school room.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition and Incidental Fees—For tuition and incidental fees each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and

band. For tuition for music lessons, look under Music. A small additional fee is charged those working in laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private houses, while young women from abroad are expected to room in the dormitory. The following are the rents:

Front corner rooms, 60 cents; rear corner rooms, 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.75 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition and fees for 36 weeks	\$12.00
Room rent at 40 cents	14.40
Board in Dining Club	99.00
Text-books	15.00
Total	<u>\$140.40</u>

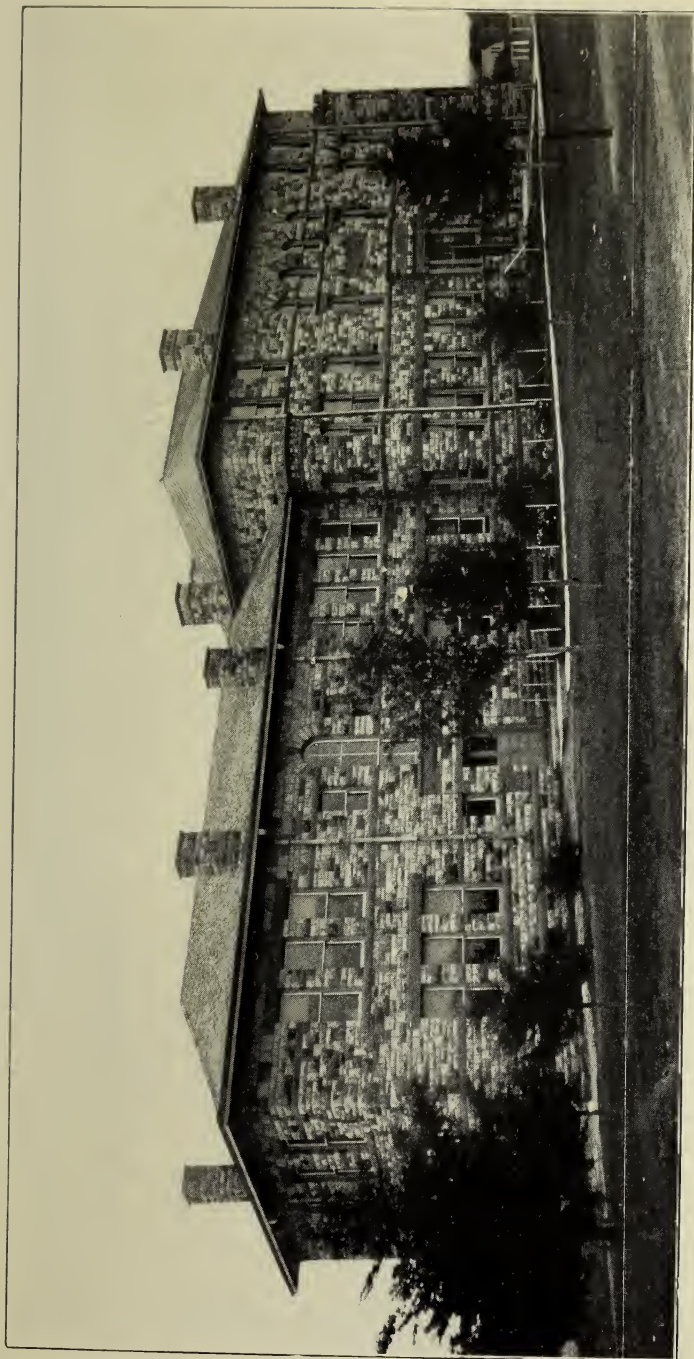
REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools, will be admitted to the first year classes without examination.

Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.



Main Building

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first two years of the Advanced Course, will be admitted as Freshmen in the University, and after having graduated from this course, will be ranked as Juniors.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, a Young Men's Christian Association, an athletic association, and two literary societies. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

STUDENT PUBLICATION

"The Normal Pulse" is the name of the school paper published each month by the students. This periodical not only reflects the student life in the school but also affords the students an opportunity for self-expression.

COURSES OF STUDY

The School offers the following courses of study:

I. **An Elementary Normal Course** of two years designed for those who have completed the eighth grade but have not had any high school work. A diploma of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. **An Intermediate Normal Course** of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A diploma of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. **An Advanced Normal Course** of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life certificate.

Related Courses

This School also offers opportunity to students to take the commercial branches and private lessons in piano, vocal, and violin music. (See Business and Music Courses).

CLASSIFICATION OF SUBJECTS

The subjects of instruction in the Normal School may be grouped as follows:

I. Academic Studies of High School and College Grade:

Required

Algebra	Physiography
Geometry	Physiology
General History	Physics
Am. History	Civics
English	Nature Study
Rhetoric	Agriculture
Am. Literature	
Eng. Literature	

Elective

Botany	History
Zoology	Medieval
Astronomy	Modern
Chemistry	English
Psychology	Drawing
Ethics	Manual Training
Latin	Domestic Science
German	Economics
	Sociology

Credits in any of these subjects will be accepted from high schools, academies, colleges, and other normal schools.

II. Common Branches of Study:

Arithmetic	Orthography
Physiology	Writing
Geography	Reading
Eng. Grammar	Drawing
U. S. History	Music
S. Dak. History	Current Events
Civil Government	

Work done elsewhere in these subjects before graduating from the eighth grade will not be credited, since the work required in the Normal School is of an advanced and semi-professional character.

III. Professional Subjects:

Pedagogy (Didactics, Methods, School Management)
 Psychology
 History of Education
 Principles of Education
 Teachers' Reviews
 Practice Teaching and Observation

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the Elementary Course all the subjects listed are required. In the other courses some studies are required and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student

may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single-class hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	HRS.	Winter Term	HRS.	Spring Term	HRS.
Writing & Orthography	5	Reading	5	Reading	5
Arithmetic	5	Arithmetic	5	Arithmetic	5
English Grammar. .	5	English Grammar. .	5	English Grammar. .	5
Geography	5	U. S. History....	5	Physiology	5

SECOND YEAR

Required Studies

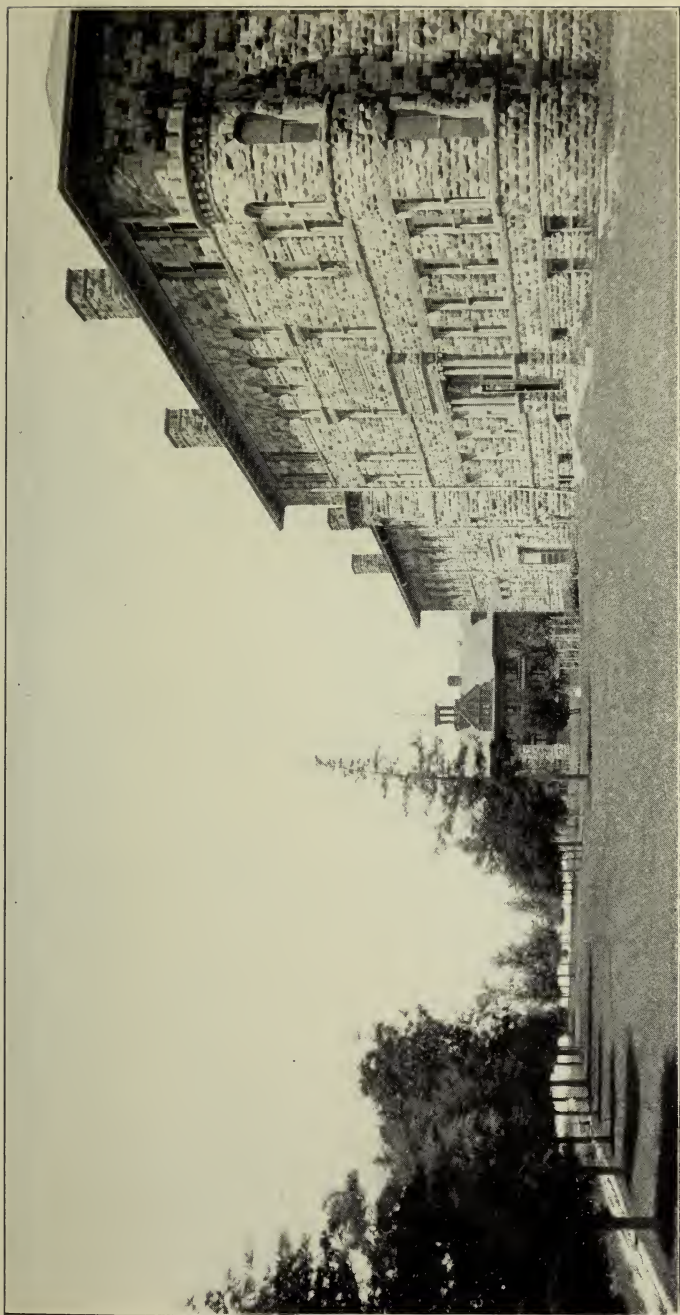
General History .	5	General History .	5	General History .	5
Agriculture & Nature Study.....	5	Bookkeeping	5	Agriculture & Nature Study	5
Vocal Music	2	Vocal Music	2	Vocal Music	2
Drawing	3	Drawing	3	Drawing	3
		S. Dak. History & Current Events. .	1	S. Dak. History & Current Events. .	1
Civil Government. .	5	Didactics & Practice Teaching .	4	Didactics & Practice Teaching .	4

INTERMEDIATE NORMAL COURSE

FIRST YEAR

Required Studies

Algebra I.	5	Algebra II.	5	Algebra III.	5
English I.	5	English II.	5	English III.	5
General History I. .	5	General History II, .	5	General History. .	
				III.	5
Agriculture & Nature Study I ...	5	Agriculture & Nature Study II ..	5	Agriculture & Nature Study III..	5



Campus South of Buildings

SECOND YEAR

Required Studies

Fall Term	HRS.	Winter Term	HRS.	Spring Term	HRS.
Plane Geometry I.	5	Plane Geometry..		Plane Geometry..	
		II.	5	III.	5
English IV.	5	English V.	5	English VI.	5
Physiography I..	5	Physiography II..	5	Physiology	5
Elective	5	Elective	5	Elective	5

Elective Studies

Medieval History I.	5	Modern History I.	5	Modern History II.	5
Drawing I.....	5	Drawing II.....	5	Drawing III.....	5
German I.....	5	German II.....	5	German III.....	5
Latin I.	5	Latin II.....	5	Latin III.....	5

THIRD YEAR

Required Studies

English VII.....	5	English VIII.....	5	English IX.....	5
Am. History I....	5	Am. History II..	5	Civics	5
Vocal Music.....	2	Vocal Music.....	2	Vocal Music.....	2
Drawing	3	Drawing	3	Drawing	3
Elective	5	Elective	5	Elective	5

Elective Studies

Latin IV.....	5	Latin V.....	5	Latin VI.....	5
German IV.	5	German V.....	5	German VI.....	5
Botany I.....	5	Botany II.....	5	Botany III.....	5

FOURTH YEAR

Required Studies

Psychology I	5	General Method I.	5	General Method II	5
Teachers' Reviews	5	Teachers' Reviews	5	Teachers' Reviews	5
Writing & Ortho- graphy	5	S. Dak. History & Current Events.	1	S. Dak. History & Current Events...	1
		Practice Teaching	4	Practice Teaching.	4
Elective	5	Elective	5	Elective	5

Elective Studies

Zoology I.....	5	Zoology II.....	5	Zoology III.....	5
Latin VII.....	5	Latin VIII.....	5	Latin IX.....	5
Manual Training..	5	Manual Training..	5	Manual Training..	5

ADVANCED NORMAL COURSE

FIRST YEAR

Required Studies

English VII.....	5	English VIII.....	5	English IX.....	5
Am. History I....	5	Am. History II....	5	Civics I.....	5
Physiology I.	5	Physiology II.....	5	Elective	5
Elective	5	Elective	5	Physiology III....	5

Elective Studies

Fall Term		Winter Term		Spring Term	
	HRS.		HRS.		HRS.
Zoology I.....	5	Zoology II.....	5	Zoology III.....	5
German IV.....	5	German V.....	5	German VI.....	5
Latin VII.....	5	Latin VIII.....	5	Latin IX.....	5
English History...	5				

SECOND YEAR**Required Studies**

English X.....	5	English XI.....	5	English XII.....	5
Physics I.....	5	Physics II.....	5	Physics III.....	5
Electives	10	Electives	10	Electives	10

Elective Studies

Algebra IV.....	5	Solid Geometry I..	5	Solid Geometry II.	5
Astronomy	5	Civics II.....	5	Economics I.....	5
Manual Training I.	5	Manual Training..		Manual Training.	
		II.	5	III	5
Medieval History	5	Modern History I	5	Modern History II	5
German VII.....	5	German VIII	5	German IX	5
Latin X.....	5	Latin XI	5	Latin XII	5
Chemistry I.....	5	Chemistry II.....	5	Chemistry III ...	5
Vocal Music.....	2	Vocal Music.....	2	Vocal Music.....	2
Drawing	3	Drawing	3	Drawing	3

THIRD YEAR**Required Studies**

Psychology I.....	5	Psychology II...	5	Hist. of Education	5
Pedagogy I.....	5	Pedagogy II.....	5	Pedagogy III.....	5
Vocal Music.....	2	Vocal Music.....	2	Vocal Music.....	2
Drawing	3	Drawing	3	Drawing	3
Elective	5	Elective	5	Elective	5

Elective Studies

Domestic Science.		Domestic Science.		Domestic Science.	
I.	5	II.	5	III.	5
Manual Training.	5	Manual Training..		Manual Training.	
		5	5
Science Work ...	5	Science Work....	5	Science Work....	5

FOURTH YEAR**Required Studies**

Teachers' Reviews.	5	Teachers' Reviews.	5	Teachers' Reviews	5
Practice Teaching	15	Principles of Edu-		Principles of Edu-	
		cation I.....	4	cation II.....	4
		S. Dak. History &		S. Dak. History &	
		Current Events.	1	Current Events.	1
		Electives	10	Electives	10

Elective Studies

Fall Term	Winter Term	Spring Term
HRS.	HRS.	HRS
English	English	English
Ethics	Adv. Psychology I.	Adv. Psychology II.
Sociology I.	Sociology II.	Sociology III.
Economics	Economics II.	Economics III.
Mathematics	Mathematics	Mathematics
Biology	Biology	Biology
History	History	History

OUTLINE OF SUBJECTS

I. Academic Studies

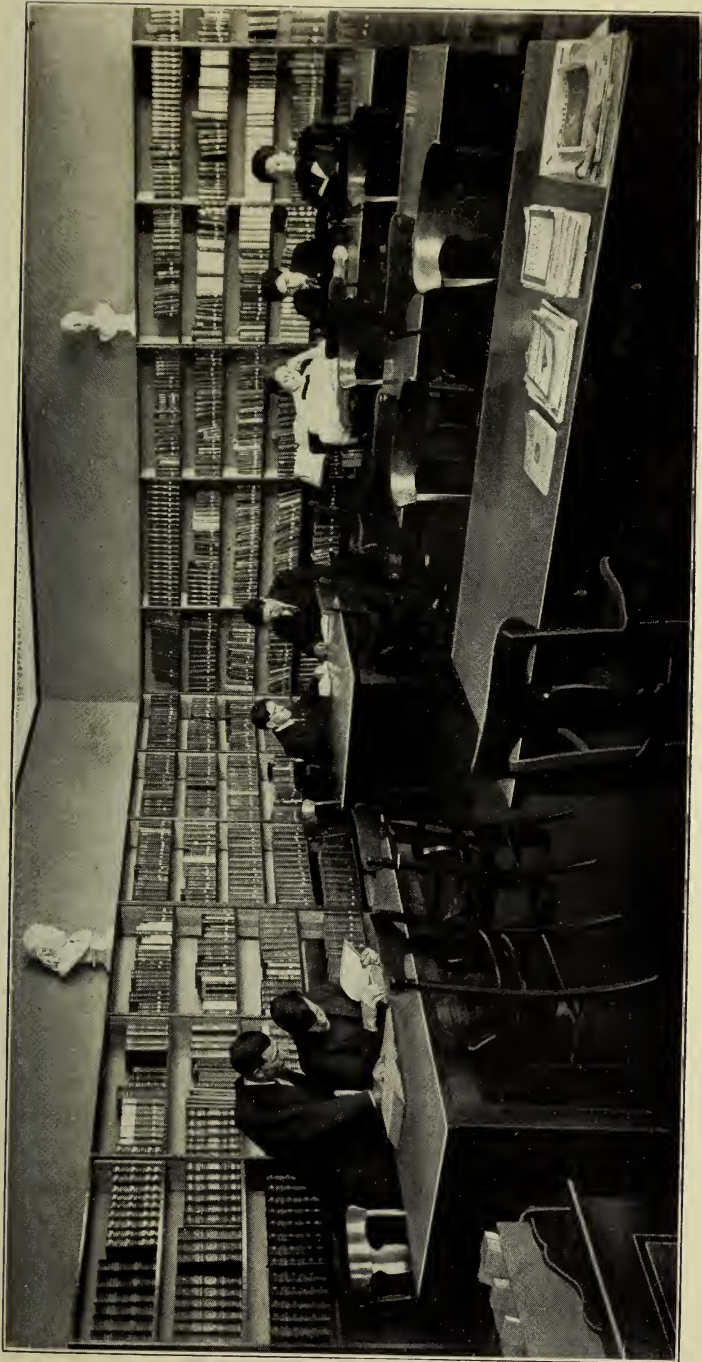
ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narrative and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX—The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fic-



Library

tion, and essays. Consideration is given to the following topics:

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joachin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Every Man" as an example of a morality play. Shakespeare, the leading representative of the Elizabethan

drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's "Elegy in a Country Churchyard."

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayists of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Throughout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1911

For Study and Practice

Shakespeare: Macbeth.

Milton: Lycidas, Comus, L'Allegro, and Il Penseroso.

Burke: Speech on Conciliation with America or Washington's Farewell Address, and Webster's First Bunker Hill Oration.

Macaulay: Life of Johnson or Carlyle's Essay on Burns.

For Reading**Group 1—**(Two books to be selected)

Shakespeare: As You Like It.

Henry V.

Julius Caesar.

The Merchant of Venice.

Twelfth Night.

Group 2—(One book to be selected)

Bacon: Essays.

Bunyan: The Pilgrim's Progress.

The Sir Roger de Coverley Papers in the Spectator.

Franklin: Autobiography.

Group 3—(One book to be selected)

Chaucer: Prologue.

Selections from Spenser's Faery Queene.

Pope: The Rape of the Lock.

Goldsmith: The Deserted Village.

Palgrave: Golden Treasury (First Series), Books II and III
with especial attention to Dryden, Collins, Gray, Cowper,
and Burns.

Group 4—(Two books to be selected)

Goldsmith: The Vicar of Wakefield.

Scott: Ivanhoe.

Quentin Durward.

Hawthorne: The House of Seven Gables.

Thackeray: Henry Esmond.

Mrs. Gaskell: Cranford.

Dickens: A Tale of Two Cities.

George Eliot: Silas Marner.

Blackmore: Lorna Doone.

Group 5—(Two books to be selected)

Irving: Sketch Book.

Lamb: Essay of Elia.

De Quincey: Joan of Arc and the English Mail Coach.

Carlyle: Heroes and Hero-Worship.

Emerson: Essays (Selected.)

Ruskin: Sesame and Lilies.

Group 6—(Two books to be selected)

Coleridge: The Ancient Mariner.

Scott: The Lady of the Lake.

Byron: Mazeppa and The Prisoner of Chillon.

Palgrave: Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley.

Macaulay: Lays of Ancient Rome.

Poe: Poems.

Lowell: The Vision of Sir Launfal.

Arnold: Sohrab and Rustum.

Longfellow: The Courtship of Miles Standish.

Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

Browning: Selections.

LATIN

The Latin course includes four years of study and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—The first year is devoted to the paradigms, vocabularies, and the simpler rules of syntax of the language. A beginning is made in easy translation and the pupil is encouraged to study derivatives.

Latin IV, V, and VI—The second year is an intensive study of the first four books of Caesar's Commentaries on the Gallic War or their equivalent. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin are all considered in the class. Syntax and vocabulary are studied by means of the text and prose composition. Sight translation in the text is used when possible, and idiomatic English is required in all translations.

Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, orator, and philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.



Auditorium

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering three years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation-work is a prominent feature of the courses. Just as translating of English must be into good idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's Germelshausen, Storm's Immensee, and Hauff's Das Kalte Herz. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's Minna von Barnhelm and Eichendorff's Taugenichts. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Scheffel's *Der Trompeter von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and III3 terms

Medieval History1 term

Modern History I and II2 terms

English History1 term

Advanced American History I and II.....2 terms

South Dakota History and Current Events 1 term

1 period weekly (see Common Branches.)

United States History, Teachers' Review..1 term

(See Professional Subjects.)

Additional courses as called for3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required of all students, and is scheduled for study during the first year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thorough study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characters of the Modern period. Throughout the course some standard general history is used as a guide, but constant reference work is required in addition.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the winter and spring terms. During the winter term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Forman's Advanced Civics.

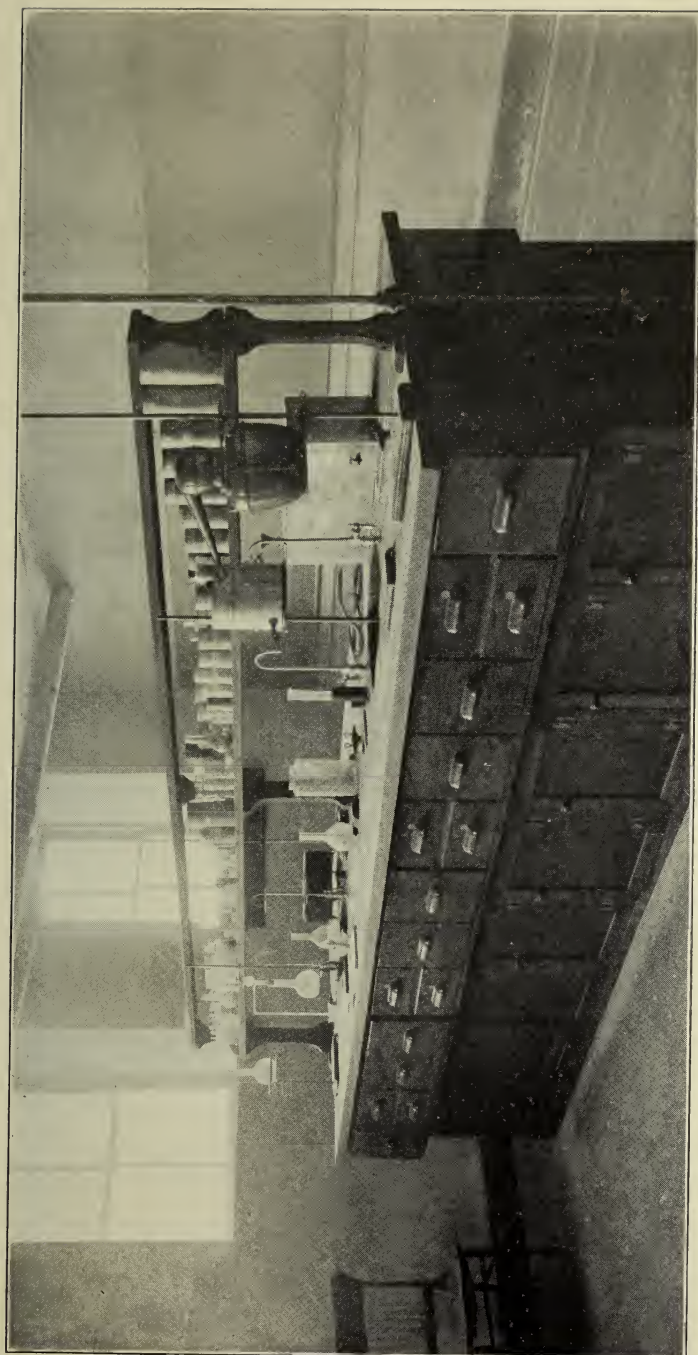
Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's City Government in the United States.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced stu-



Chemical Laboratory

dents. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. An advanced text will be used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues throughout the year. After becoming familiar with the generally accepted ideas regarding the science of society, the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Gidding's *Principles of Sociology* is the main text used.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III	3 terms
Plane Geometry I, II, and III	3 terms
Algebra IV	1 term
Solid Geometry I and II	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects.)	
Business Arithmetic (See Business Courses.)	
Bookkeeping (See Business Courses.)	

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thorough treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as needs of the student seem to demand. The subjects will be developed along lines best suited to prepare students for the future work in mathematics and still the practical side will not be lost sight of. Special attention will be given from time to time to oral exercises and analysis. Students who take this course must have completed successfully the work of arithmetic in the grades.

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle, to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations.

Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the fourth year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I and II are prerequisites.

Solid Geometry I and II—This is given in the fourth year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living

examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

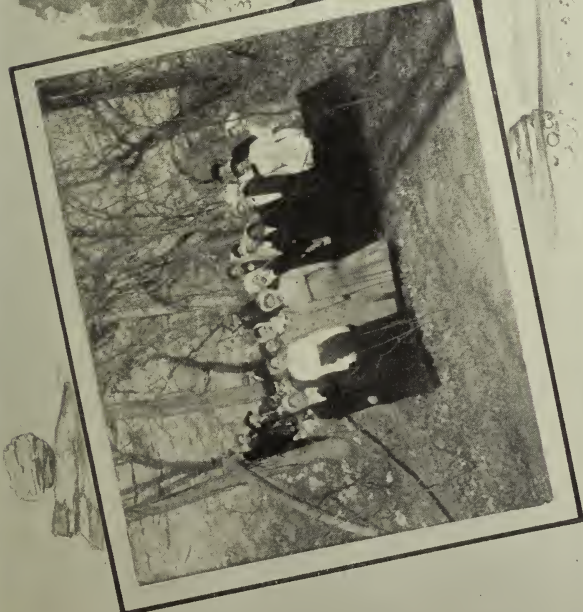
The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's Elementary Zoology.

BOTANY

Botany I, II, and III—This course is not intended as a supplement to zoology, but as an alternative choice. What has been said concerning the training afforded by the course in zoology in habits of accuracy and close observation, applies equally well to the study of botany.

The course begins with a study of the various parts of the plant, such as roots, leaves, seeds, and flowers. Specimens are examined and experiments are performed by the students to illustrate the various life-processes. Later on, typical plants are studied in greater detail, while the spring months are devoted to the classification of some of the more common flowers and to the study of the relations of plants to one another (ecology). Reading and lectures supplement the laboratory



In Field and in Laboratory

work. The text used is Bergen's Essentials of Botany. The course continues throughout the year.

NATURE STUDY AND AGRICULTURE

Nature Study and Agriculture I, II, and III—Nature study and agriculture have been made a distinct course in many schools in recent years. For this reason, and to meet the requirements of those who desire some work in the biological sciences but cannot find time to devote an entire year to zoology or botany, this course in nature study is given for one year. It is not designed to take the place of either zoology or botany, yet it combines some of the subject-matter of both of these sciences.

Special emphasis is placed on the relation of plants and animals to man, and means of destroying noxious animals and protecting beneficial species are studied. The dependence of one species upon another and the habits and habitats of typical plants and animals are pointed out. Recitations and lectures are supplemented by excursions for the purpose of studying life-relations at first hand. The text-book is Hodge's Nature Study and Life.

PHYSIOLOGY

Physiology I, II, and III—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

The text used is The Human Mechanism, by Hough and Sedgwick.

PHYSICAL GEOGRAPHY AND GEOLOGY

Physical Geography and Geology I and II—This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a term's work, the second term is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth-processes of the past and present; methods of rock and soil formation and historical geology. Observations of the daily weather bulletins are made, and records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock formations of South Dakota and to impress upon his mind the importance of soil-making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising one year's work. The texts are Tarr's *New Physical Geography* and Norton's *Elements of Geology*.

PHYSICS

Physics I, II, and III—The apparatus for physics has been selected with special reference to the needs of normal school students. All the fundamental principles of the science are investigated experimentally, and the class is given frequent practical tests in the solution of problems. The intimate relation of physics and mathematics is kept prominent, and the student receives great benefit from constant practice in weighing and measuring, and in solving problems based upon the results of the observations. Text: Carhart and Chute.

CHEMISTRY

Chemistry I, II, and III—This course is designed for beginners, and serves as a general introduction to chemical methods and operations. It includes a systematic study of the laws of chemical combination, the properties, preparation and compounds of the non-metallic elements, followed by a similar study of the metallic elements. Special attention is paid

to chemistry in its application to agriculture, physiology, and every-day life, and includes laboratory and experimental work and recitations. Text: Brownlee's First Principles of Chemistry.

ASTRONOMY

The subject is taught largely from a text-book, such as Todd's New Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind; hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and constructions.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training, and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

Mechanical Drawing—Mechanical drawing is given in connection with the first year's course in manual training.

Free Hand Drawing I, II, and III—This course is intended to give the student skill in representing form, perspective, light, shade, and color. The mediums of representation used are pencil, crayons, charcoal, water colors, brush, and ink. The drawing is from models and beautiful and interesting objects. Simple landscape work is done in the latter part of the course.

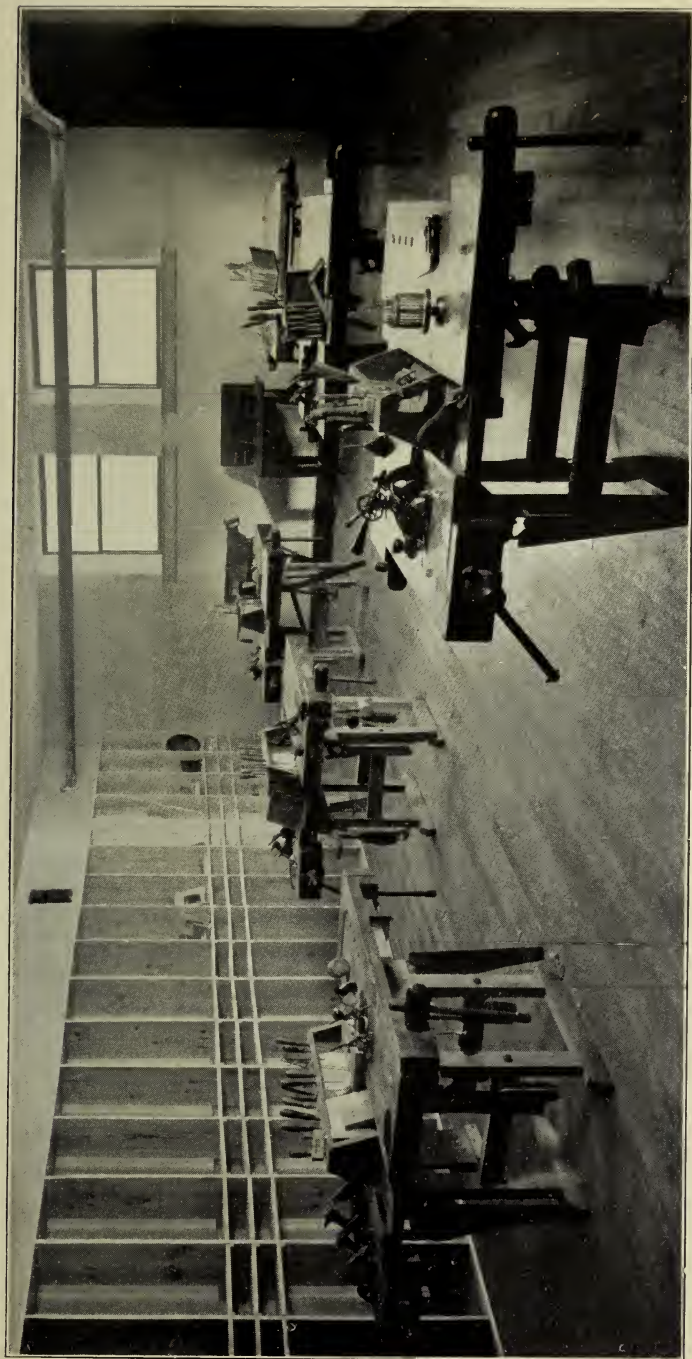
Decorative Design I, II, and III—This course is intended to give the student the working knowledge and skill in decorative, constructive, and pictorial design.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Although the subjects are the same as those required in the grades of the common schools, the work in the Normal School is more thorough and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the fall term.

Reading—This work is pursued for two terms, and aims to drill the students in expression and interpretation of



Manual Training Shop

thought. The material on which work will be done is brief English classics.

Arithmetic—This subject is studied for three terms, the last of which is devoted to a review of the whole subject, especially in the operations in which the students are weakest.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroughly and the linguistic principles applied to composition work. The third term is devoted to a review of work gone over during the first two terms.

Physiology—This subject is studied during the spring term.

Geography—A thorough review of the subject is given during the fall term.

United States History—The course given during the winter term is aimed as a review of the main facts of United States history.

Civil Government—This subject is taught during the fall term, and is designed both as a review and for students taking up the subject for the first time.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our state should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered and particularly to those in advanced American history and civics.

Drawing—Three periods a week will be devoted to drawing during the entire year.

Music—Instruction in vocal class music, designed especially for those who expect to teach, will be given two periods a week throughout the year.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation, and the practical work of teaching,

in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

Pedagogy I and II—In this course are discussed the general principles of method as determined by psychology, on the one hand, and the subject matter to be taught, on the other. Among the topics discussed are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; appreciation; interest; the "Five Formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the curriculum.

Pedagogy III—The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Didactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is given) and after it has been criticized and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work occupies twenty minutes a day for one term. It consists of systematic observation of instruction in model school and criticism on the same.

PRINCIPLES OF EDUCATION

Principles of Education I and II—This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: edu-

cation as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values.

PSYCHOLOGY

Psychology I and II—The object of this course is general culture and the professional training of the teacher. First attention is given to the nature of psychology and its subject matter in general; then the student proceeds to a more detailed study of mental facts and processes, and justifies his inferences and conclusions by his own conscious experience. So far as possible technical difficulties are avoided but necessary psychological terms are introduced and explained. Mind in relation to the body is studied, and some theories are tested by experiments. The student is encouraged to do independent thinking, to make citations of mental phenomena, and report psychological observations. Abstract principles are associated with familiar illustrations to aid the memory and stimulate thinking. The psychology of childhood and adolescence is presented in some practical phases for the benefit of young teachers. The study of dynamic psychology, or the mind in action, tells the student something of the facts and laws which determine what a human being will think and feel and do, how he may be interested, his method of learning and of acquiring habits—in short, it tells him something of how to understand and influence the learner's mind.

Advanced Psychology I and II—Two terms of advanced psychology will be given in case there is a call for it.

TEACHERS' REVIEWS

Method in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of



Botany Fields at Springfield

teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Method in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Method in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Method in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.

Method in Reading—In this course is considered what reading work should include: the material and the method for the grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and of modern methods, viewing each in the light of ultimate purpose will be included. Reference reading is required.

BUSINESS COURSES

The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term	HRS.	Winter Term	HRS.	Spring Term	HRS.
Writing & Spelling	5	Writing & Spelling	5	Writing & Spelling	5
Bookkeeping I...	5	Bookkeeping II...	5	Bookkeeping III..	5
Commercial Arith- metic I.....	5	Commercial Arith- metic II.....	5	Commercial Arith- metic III.....	5
Commercial Cor- respondence I..	5	Commercial Cor- respondence II..	5	Commercial Cor- respondence III.	5
Shorthand	5	Shorthand	5	Shorthand	5
Typewriting		Typewriting		Typewriting	

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thorough drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day business life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—The student is taught the elements of book-keeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business so far as it is possible in a school. Texts: Goodyear-Marshall's.

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Penmanship—A plain business hand is taught, aiming at neatness and legibility.

Shorthand and Typewriting—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines are used, such as the L. C. Smith, the Underwood, and the Oliver. Texts: Gregg Shorthand; Felch's Typewriting Manual.

A fee of \$1 a term is charged for the use of a typewriter one hour daily.

MUSIC

An elementary course in musical notation, sight reading, and class singing is provided for beginners, and a more advanced course for those whose knowledge of music is sufficient to enable them to pursue it with profit.

Vocal Music—In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

Pianoforte—Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the commands of the will.

GRADE I

For beginners, methods by Beyer, Koehler, Mathews, and Landon are used.

Biehl, Technical Studies.

Streabbog, Op. 63-64.

Burgmueller, Op. 100.

Gurlitt, Op. 83.

Duvernoy, Op. 120.

Gurlitt, Op. 101.

Doering, Op. 8.

Easy Pieces by good composers.

GRADE II

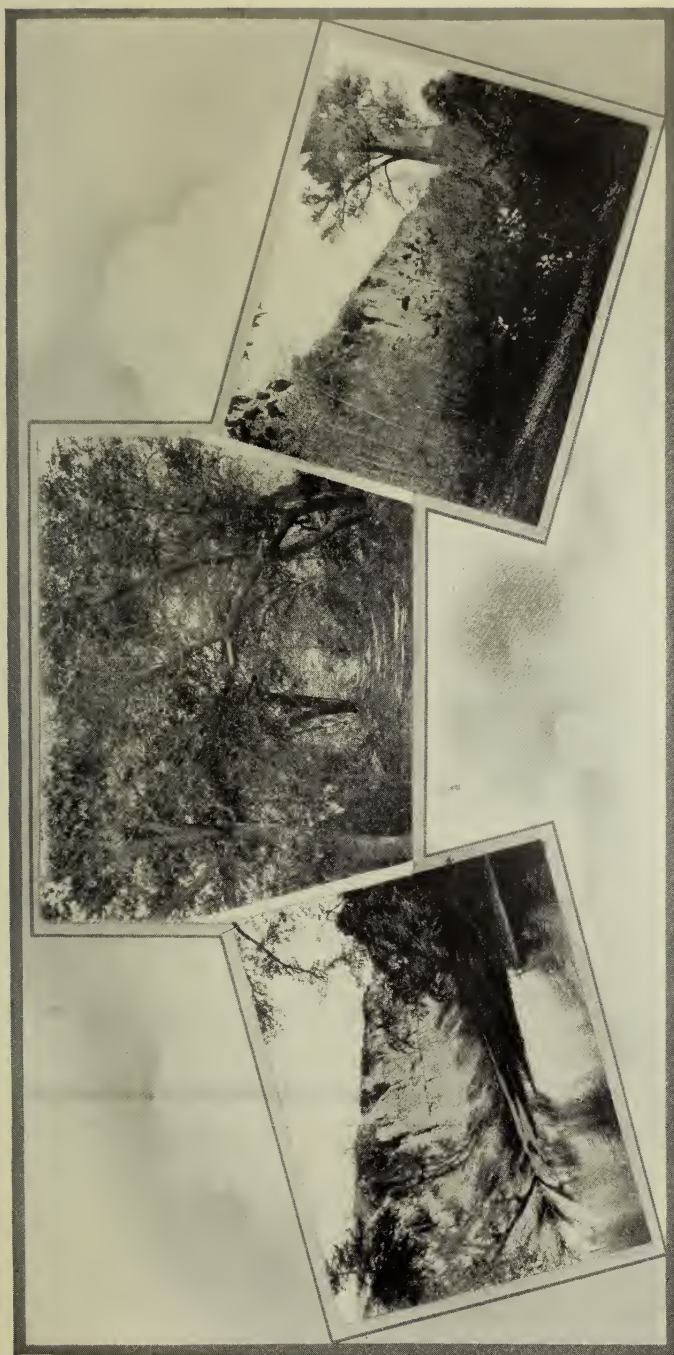
Biehl and Schmitt five finger exercises.

LeCouppey, Op. 20.

Bertini, Op. 100.

LeCouppey, Op. 26.

Lemoine, Op. 37.



Geology Fields at Springfield

Bertini, Op. 29.

Heller, Op. 47-46.

Sonatinas by Clementi, Kuhlau.

Various pieces are supplemented for the musical development of the piano student.

GRADE III

Daily work in Scales.

Plaidy.

Heller, Op. 45.

LeCouppey (LaDifficulte).

Heller, Op. 16, Books I and II.

Concone, Etudes, Op. 30.

Czerny, (Germer).

Czerny, Octave Studies.

Czerny, Velocity Studies, Op. 299, Complete.

Preyer, Octave Studies, Books I and II.

Loeschhorn, Op. 66, Books I, II, III.

Sonatas by Haydn and Mozart.

Selected compositions by Raff, Schumann, Grieg, Reinecke, Godard, Scharwenka.

GRADE IV

Plaidy. More advanced work in legato and staccato touch. Special studies in phrasing, style, and higher interpretation.

Cramer.

Bach, two part inventions.

Kullak, Octave Studies.

Loeschhorn, Op. 67, Books I, II, III.

Field Nocturnes.

Mendelssohn, Songs Without Words.

Sonatas by Beethoven, Haydn, and Mozart.

Selected compositions by Chopin, Liszt, Rubenstein, Grieg, Brahms, Sinding, and Mendelssohn.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course in harmony and musical history.

The time for graduation cannot be fixed by the number of years of study, or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued, or a longer term of years

spent in development. All students are required to take part and attend all recitals and concerts prescribed by the head of the department. These are not occasions for display but a means of discipline in musical training.

Violin Music—Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeriot, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thorough understanding of the essential principles of bowing are all impressed upon the student.

Students are given opportunity to appear in the frequent private recitals and the more advanced in the public concerts.

Normal Orchestra and Choral Society—The Normal orchestra gives students an opportunity for sight reading and developing a broad style of playing. The Choral Society is under the direction of the head of the department. Students of the Normal School are eligible, after examination, free of charge.

Fees—A fee of \$3.00 per term for weekly half hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal or violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a term, on the basis of one hour's practice daily.

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Springfield
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Presho
Emma Webster Hill	Springfield
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy	San Francisco, Cal.
Catherine Julia Muller	Minneapolis, Minn.
Gerald Emile Muller.....	Tyndall
Walter Michael Quinn, M. D.	Zeeland, N. D.
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche (Wood) Allen	Springfield

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling, M. D.	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwell	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Justina (Radway) Smith.....	Philip
Roy George Stevens, M. D.	Sioux Falls
Cora Elizabeth Trumbo	Lyman
Marie Alberta (Voy) Hoard	Sioux City, Iowa
Florence Edna Young	Springfield

1901

Malissi Allen	Pierre
Edna Susan (Benedict) Miller	Springfield
Ben Harrison Bridgman	Top Bar

Edith Adelia (Bridgman) Graham	Elm Springs
Anna Margaret Brown	Chamberlain
Noda Agnes Brown	Woonsocket
Arthur Eastley	Wetashkiwin, Alberta, Canada
Zoa May (Flavin) King	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett	Armour
Anna Loretta Martin	Running Water
Maude Ethel (Marchant) Muller	Tyndall
Rosina Edna (McDonald) Plumb	Grand Junction, Colo.
Mary Alice Owens	Yankton
Effie Belle (Radway) Bridgman	Top Bar

1902

Eliza Maud Bussey	Tyndall
William Arthur Bussey	Tyndall
Erle Francis Craig	Greenwood
Robert Holland Frazee, A. B.	Seattle, Wash.
Lynden Miller Greene	Springfield
Susan May Harrison	New England, N. D.
Charles Lawrence Hill	Philip
Helena Estella (Jones) Nelson	Tyndall
James Burdette Kelsey	Lethbridge, Alberta, Canada
Bessie Amelia (Monfore) Dempster	Springfield
Grace Edna Morrison	Perkins
Grace Luvina (McCullum) Page	Luther, Iowa
John Francis Quinn, M. D.	Hosmer
Clara Emeline (Searles) Hickman	Cottonwood
Anna Henrietta (Stephens) Hall	Philip
Ralph Van Wood	San Francisco, Cal.

1903

Nina Muriel Campbell	Wagner
Florence Lorena (Gardner) James	Bonilla
Jessie Belle Gardner	Springfield
Rosa Emma (Patten) Sells	Avon
Mabel Clare Smith	Springfield
Glen Eugene Sunderlin	Geddes

1904

Rachel Viola Abbott	Sioux City, Iowa
Myrtle Ida (Best) Ray	Armour
Grace Emilie Cannam	Armour
Jennie Mary (Chatfield) Casson	Perkins



The Basket Ball Team

Valucia Violant (Curtis) Langsworthy	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper	Bonilla
Lavina Jane Hamilton	Olivet
Ida Mary Hildreth	Denver, Colo.
James Ignatius Keenan	O'Neill, Neb.
Christine Bridget Kelly	Iona
Hanna Theodora Knapp	Sioux City, Iowa
Alberta America (Monfore) Humphrey	Howard
Cynthia Belle Orr	Meekling
Robert Joseph Quinn	Springfield
Susie Edwina Wood	Springfield

1905

John Raymond Babb	Chicago, Ill.
Erving Elmer Baldrige	Northville
Emma Benesh	Platte
Hawley Franklin Colgrove	Los Angeles, Cal.
Ida Melvina Cooper	Capa
Fred Eugene Dawes	Springfield
Charlotte Josephine (Dempster) Walsh	Owanka
Francis Joseph Farley	Beresford
Fred Ray Hildreth	Denver, Colo.
Helen Hunt Hill	Springfield
Wilbur Arthur Hitchcock	Laramie, Wyo.
Mary Ann Hughes	Tyndall
Era R. (Keeling) Kirby	Springfield
Sadie Helen Lee	Avon
Orpha Mildred (Pegley) Root	Guthrie Center, Ia.
Irene Veronica Quinn	Parkston
Berenice Esther (Walker) Woodburn	Canton
Eva Josephine Wilson	Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn	Zeeland, N. D.
Joseph Heinrich Boese	Adams, Mont.
Orilla Mae Cannam	Fairfax
Gertrude Cora (Colburn) Swayne	Des Moines, Ia.
Ella Mary (Foley) Janda	Wagner
Helen Margaret Frazee	Vermillion
Ada Agnes Greene	Tripp
Mabel Irene Hildreth	Denver, Colo.
Edna Ammala Johnson	Gayville

Lane Esther (Joslyn) Button	Naples
Robert Perry Pegley	Springfield
Cora (Spurrell) Guptill	Springfield
Claribel Marie Stanley	Vivian
Mary Edith Stevens	Lead
Frank Edmund Tupper	Running Water
Mary Elizabeth Wagner	Springfield
Charlotte Ruth Walker	Philip
Lorenzo Clisby Wicks	Springfield
Margaret Jane (Williams) Morrison	Springfield
Alice Mabel (Wood) Cogswell	Seattle, Wash.

1907

Mona (Bossingham) Monfore	Dallas
Kate Eulalia Donnelly	Running Water
Josephine Jones	Springfield
Alta Belle Melick	Springfield
Margaret Martha Murphy	Tyndall
Helga (Sletvold) Hartman	Running Water
Harold Leroy Trowbridge	Springfield

1908

George Arthur Boschma	Perkins
John Henry Hofeldt	Santee, Neb.
James Kirk, Jr.	Perkins
Mary Kirk	Perkins
Susan Bereniece Leach	Seattle, Wash.
Fred Harold Monfore	Springfield
Minnie Louise (Monfore) Campbell	Springfield
Frank Mead Snow	Springfield
Rachel Cynthia Stephens	Springfield
Charles C. Thomas	Perkins
Richard Thomas	Perkins

1909

Leona Hartman	Waubay
Marie Matilda Holter	Platte
Maude Lucy Hoopes.....	Volin
Oran J. House	Springfield
Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Ruby Lillian Mills	Springfield
Edna Dare Pierce	Cottonwood

Myra H. RenshawPortage, Wash.
 Esther May (Shaver) DawesScotland
 Eva Merriman SlasorSpringfield
 Winifred Bell WilliamsColumbus, Mont.

1910

Benjamin Abraham BoesePerkins
 Valesca Olga DodteNeillsville, Wis.
 Harriet Lois (Kelsey) HalversonLethbridge, Canada
 Hazel Libbie KirkSpringfield
 Ruth Vieda MonforeSpringfield
 Amy Alice MyronVermillion
 Edith Belle StarksMitchell
 Benjamin Heinrich UnruhAvon
 Nina Marie WagnerPerkins
 Alice Henrietta WolffLennox

Post-Graduates, 1909

Joseph Heinrich BoeseAdams, Mont.
 Francis Joseph FarleyBeresford

Post-Graduates, 1910

Leona HartmanWaubay
 John Henry HofeldtSantee, Neb.

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
 Robert Holland Frazee, '02.
 Alberta America (Monfore) Humphrey, '03.
 Valucia Violant (Curtis) Langworthy, '04
 Gertrude (Colburn) Swayne, '05.
 Helen Hunt Hill, '05.
 Era R. (Keeling) Kirby, '05.
 Irene Veronica Quinn, '06.
 Helen Margaret Frazee, '07.
 Harriet Lois (Kelsey) Halverson, '08.
 Floy Homan Trowbridge, '09

STUDENTS IN ATTENDANCE DURING THE YEAR 1910-11

Post-Graduates

Oran J. HouseSpringfield
 Ruby Lillian MillsSpringfield

Mabel Smith	Springfield
Benjamin Heinrich Unruh	Avon

Fifth Year

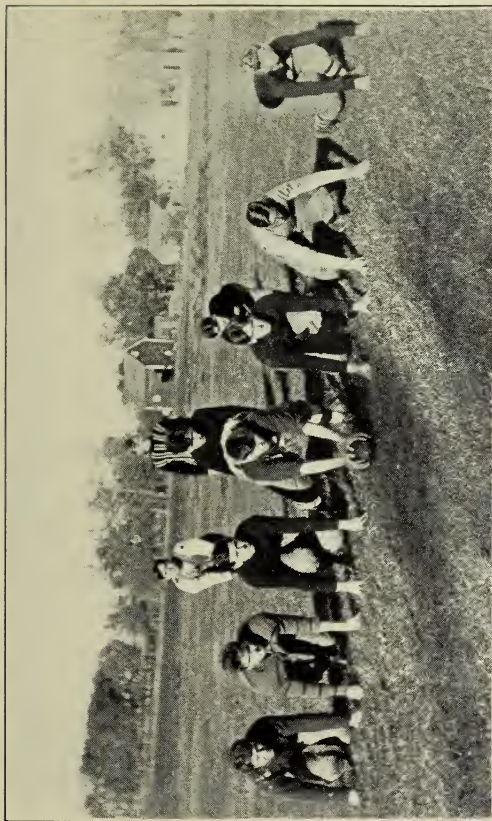
Belinda Mulvina Campbell	Springfield
Gertrude Dykstra	Running Water
Gilbert Garver Fites	Yankton
Anna Frieda Gretschnann	Springfield, R. F. D.
Leita McAdams Hill	Perkins
Laura Lisle Joslyn	Platte
Harriet Lydia Pegley	Springfield
Ida Spurrell	Springfield, R. F. D.
Mabel E. Tupper	Running Water
Myrtle Ruth Young	Springfield

Fourth Year

Martha Benesh	Tyndall
Cordelia Colburn	Springfield
Kathryn Theresia Fergen	Parkston
May Charlotte Holmes	Santee, Neb.
Louise Amelia Holter	Platte
Louise Elizabeth Kirk	Perkins
Hazel Belle Lawson	Santee, Neb.
Aurelia Ruth Morrison	Springfield
Hazel Rebecca Richmond	Springfield, R. F. D.
Owen Miner Rose	Kimball
Anna Paulina Stemmerman	Chamberlain
Floy Homan Trowbridge	Springfield, R. F. D.
Elizabeth Ann Williams	Springfield
Beulah Frances Younglove	Stamford

Third Year

Maurice Putnam Babcock	Springfield
Josephine Benesh	Tyndall
Fred Biittler	Bon Homme
John Biittler	Bon Homme
William Biittler	Bon Homme
Ladie Elleanore Boyd	Lucas
Paul Herid Brill	Tabor
Gladys Lucile DeWitt	Wyoming, Iowa
Carl Hartman	Running Water
Dorothy Agnes Kibble	Springfield



The Football Team

Mary Joy Rose	Kimball
Agnes Mabel Shaver	Springfield, R. F. D.
Clifford Riley Slasor	Springfield, R. F. D.
Edith Lillian Slasor	Springfield, R. F. D.
Myrtle May Taff	Springfield
Sampson C. Thomas	Perkins
Hazel Mawhinney Wilson	Wheeler
Jay Allen York	Tulare
Ralph Mortiboy York	Tulare

Second Year

Ida Bakker	Perkins
Ella Anna Benesh	Tyndall
Addie Maude Carpenter	Plankinton
James Wallace Cooper	Springfield
Gertrude Enora Hanlon	Springfield
William Edward Heitgen	Tyndall
Albert John Hennies	Perkins
Dollie May Hill	Perkins
Edwin Niles Hitchcock	Springfield
Frances Margaret Hughes	Tyndall
Betsey Christina Johnson	Running Water
Emily Nancy Jones	Springfield, R. F. D.
George Edward Merson	Springfield, R. F. D.
Addie Lucile Mills	Springfield
Dora Catherine Peters	Avon
Magnus Peterson Schultz	Ethan
Joseph Bonsall Stevens	Springfield
Clara Amanda Stockholm	Lesterville
Blanche Ardel Thomas	Harding
Virginia Agnes Tietge	Cottonwood
George Cornell Wicks	Springfield

First Year

Emil Ephraim Berndt	Avon
Edith Marie Bollinger	Running Water
Madge Margerite Brill	Tabor
Erma Agnes Brown	Springfield
Anna Irene Cassidy	Tyndall
Rose Marie Cassidy	Tyndall
Genevieve Vera Coate	Springfield

Florence Cecelia Crosley	Santee, Neb.
Raymond Cunningham	Springfield, R. F. D.
Bernice Aylo Darling	Platte
Adelia Lavina Dawes	Springfield
Ida Grace Gunderson	Lesterville
Mary Elizabeth Guptill	Springfield, R. F. D.
Howard John Hanlon	Springfield
Lassara Ruth Hartman	Running Water
Samuel Hitchcock	Springfield
Clare Theresa Holleman	Springfield, R. F. D.
Alice Horacek	Tabor
Ruth Elizabeth Johnson	Running Water
Frank Waterman Kelsey	Springfield
Mabel Olive Kesselring	Springfield, R. F. D.
Frank Percival Kibble	Springfield
Gladys Evelyn Kibble	Springfield
Jeannette Landon	Tabor
Anna Elizabeth Leddy	Armour
Ivan William McCollum	Perkins
Mabel Cathryn McFarland	Wagner
Martha Rose McKenna	Tyndall
Harry Glen Mead	Seattle, Wash.
Elma Clarissa Melick	Springfield, R. F. D.
Millicent Lenora Monfore	Springfield
John Lewellyn Morrison	Springfield
Beatrice Marie Noble	Springfield
Leoti Muriel Patrick	Wheeler
Lulu Elizabeth Randolph	Rockham
Bertha Anna Salmen	Bonesteel
Lenora Marie Schabot	Plankinton
Ruth Cecelia Smith	Avon
Elmer James Spurrell	Springfield, R. F. D.
Emma Susie Stemmerman	Chamberlain
Frank Gardiner Teeters	Bon Homme
Jerome Weaver Tietge	Cottonwood
Lewis Chambers Turner	Springfield
Hulda Adelheit Voigt	Tyndall
Carl Hunter Wallace	Springfield
Myra Roxy Wenzlaff	Springfield

Alice Minnie York	Tulare
Nellie Olive Young	Springfield

Special Commercial

Alfred Baardseng	Viborg
David Becker	Avon
Eldee Bigelow	Niobrara, Neb.
Catherine Agnes Cassidy	Tyndall
Edwin Godfrey DeLong	Hector, Minn.
Josephine Ella Drha	Springfield, R. F. D.
James Edward Foley	Running Water
John Adolph Gevik	Irene
Karl William Gretschnann	Springfield, R. F. D.
Bessie Dunn Griffey	Mt. Comfort, Ind.
James Leo Hoey	Wagner
Ernest Cornelius Hornstra	Springfield, R. F. D.
Mabel Jenetta Hornstra	Springfield, R. F. D.
Sadie Hughes	Tyndall
Irene Sophie Hunter	Lake Andes
Veronica Mercedes Kirwan	Tyndall
Anna Matilda Knudson	Geddes
Gena Amelia Knudson	Geddes
Bessie Frances Luke	Avon
Eldah Gladys Lumm	Bon Homme
Carl Marinus Madsen	Ethan
Edward Louis Michel	Springfield
Thomas Lee Michel	Springfield
Cornelius Niel Payne	Lake Andes
Lillian Marie Schanche	Lesterville
Joseph Egan Schneider	Tyndall
Estelle Margaret Sorenson	Perkins
John Emanuel Tschetter	Freeman
Ada Lavina Watwood	Tyndall
Lottie Lavina Young	Springfield

SPECIAL INDUSTRIAL

Ida H. Brown	Carrie Monfore
Corona R. Colburn	Ruth Monfore
Vira Crawford	Alice B. Turner
Eva G. Davison	Clara Wallace

Linna G. Gilliotte
Sarah Hardman
Virginia Hoopes

Myra Roxy Wenzlaff
Susie C. Wenzlaff
Adelaide B. Williams

MUSIC STUDENTS

Piano

Ella Anna Benesh
Josephine Benesh
Martha Benesh
Ladie Elleanore Boyd
Madge Margerite Brill
Alma Brown
Addie Maude Carpenter
Cordelia Colburn
Bernice Aylo Darling
Florence Evelyn Darling
Adelia Lavina Dawes
Blanche DeMelt
Gladys Lucile DeWitt
Gertrude Dykstra
Abbie Fellows
Leona Gilliotte
Anna Frieda Gretschmann
Esther Carolina Gretschmann
Ruth Olga Gretschmann
Ida Grace Gunderson
Emma Hanko
Grace Hartman
Carrie Hitchcock
Clare Theresa Holleman
Marshall Hoopes
Alice Horacek
Mabel Jenetta Hornstra
Irene Sophie Hunter
Betsy Christina Johnson
Ruth Elizabeth Johnson
Mabel Olive Kesselring
Gladys Evelyn Kibble
Veronica Mercedes Kirwan

Anna Matilda Knudson
Gena Amelia Knudson
Hazel Belle Lawson
Anna Elizabeth Leddy
Eldah Gladys Lumm
Irene McCarthy
Mabel Cathryn McFarland
Elma Clarissa Melick
Addie Lucile Mills
Hazel Mills
Clarice Monfore
Howland Monfore
Millicent Lenora Monfore
Ruth Monfore
Leoti Muriel Patrick
Hazel Rebecca Richmond
Mary Joy Rose
Bertha Anna Salmen
Lenora Marie Schabot
Lillian Marie Schanche
Fern Smith
Ruth Cecelia Smith
Anna Paulina Stemmerman
Virginia Agnes Tietge
Mabel E. Tupper
Hulda Adelheit Voigt
Clara Wallace
Harriet Walpole
Bessie Wandscheer
Myra Roxy Wenzlaff
Wilbur Gustav Wenzlaff
Hazel Mawhinney Wilson
Alice Minnie York

Violin

Maurice Putnam Babcock	Thomas Lee Michel
John Adolph Gevik	Washburn Morgan
James Leo Hoey	Dora Catherine Peters
Ernest Cornelius Hornstra	Clifford Riley Slasor
Oran J. House	Ethel Ida Smith
Frank Waterman Kelsey	Jerome Weaver Tietge
Margaret Kirk	Alex Wood

Vocal

Maurice Putnam Babcock	Vaclav Houda
Frank Barr	Irene Sophie Hunter
Addie Maude Carpenter	Mabel Olive Kesselring
Gertrude Dykstra	Sampson C. Thomas
Harold Goodenough	Benjamin Heinrich Unruh

MODEL SCHOOL PUPILS

Eighth Grade

Edward Brown	Janet Snowden
Blanche DeMelt	Emma Taff
Carrie Hitchcock	Matilda Tarleton
Arthur Kibble	Howard Wagner
Violet Schneider	Clara Wallace
Almond Schneller	Robert Walpole
Elsie Slasor	Clifford Warrington
Sylva Slasor	Martha Warrington
Ethel Smith	Madge Whiting
Ethel Snowden	Raymond Young

Seventh Grade

Mamie Adamson	Cecelia Michel
Helena Cash	Bruce Pigsley
Anna Drha	Omer Rains
Leona Gilliotte	Otto Slasor
Lorna Guptill	Velma Slasor
Ruth Gretschmann	Julia Treat
Orval House	Chester Truesdell
John McCarthy	Wilbur Wenzlaff
Elizabeth McKenna	Albert Wicks
Hartzell Mills	Eula Woods
	Elmer Zelinka

Sixth Grade

Della Coate	Richard Kibble
Leta Crockett	Mildred Michel
Mary Cummins	Hazel Mills
Raymond Doehler	Howland Monfore
Esther Gretschnann	Myrtle Noble
Benjamin Guptill	Percy Noble
Samuel Henderson	Bertrand Rockwood
Anna Hinek	Frances Slasor
Pearl Hoffman	Maple Stanley
Eulalia House	Marion Tarleton
Launah House	Harold Wagner

Fifth Grade

Bernice Aney	George Henderson
Ward Brown	Alfred Johnson
Blanche Buck	Ethel Kibble
Hilda Crosley	James Kirk
Rachel Cummins	Howard Noble
Charlotte Daves	Edna Schneider
Carleton DeMelt	Floyd Slasor
Francis DeWitt	George Taff
James Fryda	Margery Treat
William Hanlon	Mary Young
Grace Hartman	

Fourth Grade

Bernice Brown	Clarice Monfore
Bertha Fryda	Goldie Moore
Dale Gilliotte	Myrtle Radway
Sidney Guptill	Grace Schneider
Lester Hanlon	Viola Snowden
William Hill	Diana Tarleton
Arlie Hughes	Harriet Walpole
Clara Keegan	Eva Warrington
Erwin Kibble	George Warrington
George Kibble	

Third Grade

Floyd Bell	Charles Michel
True Bell	Harry Palmer
Iris Coate	Naomei Pigsley
Anna Cunningham	Mabel Ross
Blanche Haney	Violet Schneller
Roy Hanlon	Austin Slasor
Leona Henderson	Herald Smalley
Vance Hoffman	Elsie Smith
Irene Johnson	Alice Snowden
Ervin Markley	Cleo Woods

Second Grade

Onalee Aney	Hattie Palmer
Marion Duguid	Esther Shinkle
Clio Henderson	Wallace Slasor
Marion McGlauffin	Theodore Treat
Bryson Monfore	Gilmore Warner
Ned Noble	Orville Woods

First Grade, Div. I.

Hazel Bell	James Moore
Anna DeWitt	Bonny Palmer
Raymond DeWitt	Bessie Rains
Arthur Gretschmann	Howard Shinkle
Ernest Gretschmann	Margaret Smalley
Margaret Hanlon	Leslie Smith
Naomi Hoffman	Walter Warrington
Burnadet Hughes	Eva Weygint
Harold Kibble	Irene Woods
Irma McCormick	Denah Zwolle

Div. II.

Clifford Bell	Cecelia Johnson
Elmer Bell	Harold Kirk
Harold Brown	Henrietta Michel
Vera Brown	Gladys Noble
Goldie Coate	Harold Schneller
Loretta DeLong	Robert Tarleton
Eleanor Duguid	Blanche Wagner
Harold House	Eduard Wenzlaff
Hilda Hughes	Emma Weygint

SUMMARY OF ATTENDANCE**Normal**

Post-graduate students	4
Fifth year students	10
Fourth year students	14
Third year students.....	19
Second year students	21
First year students	48
Special commercial students	24
Special industrial students	14

Music

Special piano students	66
Special violin students	14
Special vocal students	10

Total	244
Counted twice	64

Net total	180
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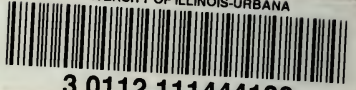
Model School

Eighth grade pupils	20
Seventh grade pupils	21
Sixth grade pupils	22
Fifth grade pupils	21
Fourth grade pupils	19
Third grade pupils	20
Second grade pupils	12
First grade pupils	38

Total	173
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UNIVERSITY OF ILLINOIS-URBANA



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